

Sandhills Elementary

130 Lewis Rast Road
Swansea, SC 29160

Grades 3-4 Elementary School

Enrollment 528 Students

Principal Lisa Evans 803-568-1200

Superintendent J. Franklin Vail 803-568-1000

Board Chair Mr. Chris Pound 803-791-7615

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	74	29	3

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	No
2005	Average	Below Average	No
2006	Average	Good	No

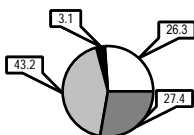
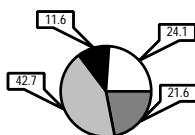
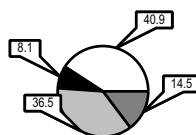
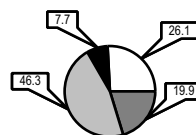
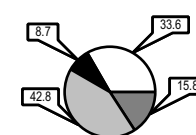
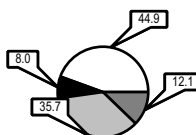
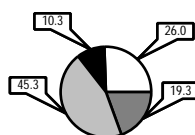
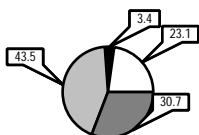
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	518	99.0	25.9	43.4	27.6	3.1	42.0	Yes	Yes
Gender									
Male	265	99.2	31.3	45.5	20.7	2.4	34.6	N/A	N/A
Female	253	98.8	20.2	41.2	34.8	3.9	49.8	N/A	N/A
Racial/Ethnic Group									
White	384	99.2	22.5	42.7	31.0	3.8	47.1	Yes	Yes
African American	108	100.0	36.6	44.1	18.3	1.1	26.9	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	23	91.3	40.0	55.0	5.0	0.0	15.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	424	99.5	16.8	47.6	31.8	3.8	48.9	N/A	N/A
Disabled	94	96.8	67.4	24.4	8.1	0.0	10.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	518	99.0	25.9	43.4	27.6	3.1	42.0	N/A	N/A
English Proficiency									
Limited English Proficient	16	87.5	42.9	50.0	7.1	0.0	21.4	I/S	I/S
Non-Limited English Proficient	502	99.4	25.4	43.2	28.2	3.2	42.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	373	98.9	29.1	48.3	20.9	1.7	34.3	Yes	Yes
Full-pay meals	145	99.3	17.8	31.1	44.4	6.7	61.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	518	99.2	23.6	43.0	21.7	11.7	49.1	Yes	Yes
Gender									
Male	265	99.6	23.6	41.9	22.4	12.2	47.6	N/A	N/A
Female	253	98.8	23.6	44.2	21.0	11.2	50.6	N/A	N/A
Racial/Ethnic Group									
White	384	99.2	20.3	41.1	23.8	14.8	54.8	Yes	Yes
African American	108	99.1	37.0	47.8	13.0	2.2	27.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	23	100.0	23.8	57.1	19.0	0.0	42.9	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	424	100.0	14.7	46.4	25.1	13.7	56.3	N/A	N/A
Disabled	94	95.7	64.7	27.1	5.9	2.4	15.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	518	99.2	23.6	43.0	21.7	11.7	49.1	N/A	N/A
English Proficiency									
Limited English Proficient	16	100.0	26.7	53.3	20.0	0.0	40.0	I/S	I/S
Non-Limited English Proficient	502	99.2	23.5	42.7	21.8	12.1	49.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	373	98.9	27.0	44.2	21.2	7.6	45.6	Yes	Yes
Full-pay meals	145	100.0	14.8	40.0	23.0	22.2	57.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	518	99.6	40.7	36.5	14.5	8.3	22.8
Gender							
Male	265	99.6	41.3	35.6	14.2	8.9	23.1
Female	253	99.6	40.0	37.4	14.9	7.7	22.6
Racial/Ethnic Group							
White	384	100.0	35.6	38.0	16.3	10.1	26.4
African American	108	100.0	59.1	28.0	9.7	3.2	12.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	23	91.3	50.0	45.0	5.0	0.0	5.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	424	99.5	32.6	41.2	16.5	9.7	26.2
Disabled	94	100.0	76.4	15.7	5.6	2.2	7.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	518	99.6	40.7	36.5	14.5	8.3	22.8
English Proficiency							
Limited English Proficient	16	87.5	57.1	35.7	7.1	0.0	7.1
Non-Limited English Proficient	502	100.0	40.2	36.5	14.7	8.5	23.3
Socio-Economic Status							
Subsidized meals	373	99.7	46.7	36.6	10.7	6.1	16.7
Full-pay meals	145	99.3	25.2	36.3	24.4	14.1	38.5

Social Studies							
All Students	518	99.4	25.9	46.5	19.9	7.7	27.6
Gender							
Male	265	99.2	25.9	44.5	21.5	8.1	29.6
Female	253	99.6	26.0	48.5	18.3	7.2	25.5
Racial/Ethnic Group							
White	384	99.7	23.1	47.0	21.2	8.7	29.9
African American	108	100.0	36.6	41.9	16.1	5.4	21.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	23	91.3	30.0	55.0	15.0	0.0	15.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	424	99.3	17.8	50.6	22.4	9.2	31.6
Disabled	94	100.0	61.8	28.1	9.0	1.1	10.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	518	99.4	25.9	46.5	19.9	7.7	27.6
English Proficiency							
Limited English Proficient	16	87.5	35.7	50.0	14.3	0.0	14.3
Non-Limited English Proficient	502	99.8	25.6	46.4	20.1	7.9	28.0
Socio-Economic Status							
Subsidized meals	373	99.5	30.3	49.0	15.9	4.9	20.7
Full-pay meals	145	99.3	14.8	40.0	30.4	14.8	45.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	262	99.2	23.2	41.9	31.7	3.3	35.0
	4	263	99.6	25.9	47.4	25.5	1.2	26.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	256	98.8	28.5	37.2	31.0	3.3	34.3
	4	262	99.2	23.3	49.6	24.2	2.9	27.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	262	100.0	21.5	53.0	19.8	5.7	25.5
	4	263	100.0	21.8	41.9	26.6	9.7	36.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	256	99.2	24.6	45.8	24.2	5.4	29.6
	4	262	99.2	22.6	40.2	19.2	18.0	37.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	262	99.2	42.7	38.6	12.2	6.5	18.7
	4	263	99.6	40.9	38.1	15.0	6.1	21.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	256	99.6	42.3	39.4	13.7	4.6	18.3
	4	262	99.6	39.0	33.6	15.4	12.0	27.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	262	99.6	25.1	56.3	11.7	6.9	18.6
	4	263	99.6	20.2	50.2	24.3	5.3	29.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	256	99.2	28.2	46.5	21.2	4.1	25.3
	4	262	99.6	23.7	46.5	18.7	11.2	29.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 528)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.9%	Up from 1.4%	3.7%	2.8%
Attendance rate	95.5%	Down from 95.9%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.6%	Down from 1.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%	Down from 1.3%	0.0%	0.0%
Eligible for gifted and talented	5.8%	Down from 9.6%	8.6%	10.4%
On academic plans	37.1%	N/AV	40.1%	33.6%
On academic probation	N/A	N/AV	0.5%	1.0%
With disabilities other than speech	14.3%	Down from 14.4%	8.9%	7.5%
Older than usual for grade	1.1%	Down from 1.3%	1.1%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	46.9%	Up from 42.4%	52.5%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	11.8%	N/A	0.7%	2.4%
Teachers with emergency or provisional certificates	7.4%	Up from 4.0%	0.0%	0.0%
Teachers returning from previous year	86.9%	Up from 85.1%	87.3%	87.3%
Teacher attendance rate	96.5%	Up from 88.2%	95.2%	94.9%
Average teacher salary	\$38,521	Up 6.2%	\$42,266	\$42,485
Prof. development days/teacher	16.8 days	Up from 12.7 days	13.3 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 22.0 to 1	18.0 to 1	18.6 to 1
Prime instructional time	89.7%	Up from 81.1%	89.8%	89.7%
Dollars spent per pupil*	\$5,517	Up 12.7%	\$6,631	\$6,557
Percent of expenditures for teacher salaries*	57.0%	Down from 60.2%	64.0%	64.0%
Percent of expenditures for instruction*	63.4%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.1%	Up from 95.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Below Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sandhills Elementary School serves approximately 550 students in grades three and four. In order to meet special needs of all students, there are classes for special education, kindergarten through fourth grade; for gifted, grades three and four; and academic assistance computer labs for grades three through four. Instructional programs include looping, special education inclusion, and after-school academic assistance.

"Shaping Every Student for Success" is our mission statement and drives our effort to continually improve toward our goal of creating a community of learners. We have focused on effective professional development and support resources for teachers, such as school instructional coaches, the South Carolina Reading Initiative, additional planning time, and an after-school professional study group focusing on math. In addition, we have promoted developing citizenship and created a community of learners by recognizing students in ways such as Students of the Month, Outstanding Bearcat Referrals, Bearcat Awards, and Random Acts of Kindness announcements and displays.

Opportunities were given for parents to be involved in the curriculum through literacy, science and math family nights. Community and parent activities included Pastries for Parents, Grandparents' Day Luncheon, as well as the First Annual Bearcat Bonanza, hosted by the PTO, which provided an exciting and fun opportunity for students, parents, and community members.

Challenges that are ahead for our school include continuing to create a community of effective learners and citizens, promoting parental and community involvement, and improving student achievement. In order to meet these challenges, our school has been selected to be involved in the statewide improvement grant that will allow us to implement Positive Behavioral and Intervention Supports (PBIS). We will continue to develop opportunities for parents, teachers, and students to work together and to provide professional development for improving instruction and assessment.

The staff of Sandhills Elementary and the School Improvement Council look forward to working with students, parents, and the community to make our school the very best that it can be. We would like to invite everyone to become a part of the Sandhills Elementary Family as we look forward to an exciting and successful school year.

Carroll Wise, School Improvement Council Chairperson

Lisa Evans, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	187	121
Percent satisfied with learning environment	100.0%	90.2%	88.2%
Percent satisfied with social and physical environment	100.0%	91.4%	85.8%
Percent satisfied with school-home relations	74.3%	90.9%	86.4%

*Only students at the highest elementary school grade level at this school and their parents were included.